DOCUMENT RESUME

ED 424 611 EA 027 915

TITLE	Illinois Academic Standards--For Public Review and Comment. Volume Four, State Goals 28-30. Foreign Languages, Advisory Academic Standards. Preliminary Draft.
INSTITUTION	Illinois State Board of Education, Springfield.
PUB DATE	1996-06-00
NOTE	119p.; For the draft reports on state goals for other learning areas, see EA 027 913-915.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Academic Standards; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Second Language Instruction; Second Language Learning; *State Standards; Statewide Planning
IDENTIFIERS	*Illinois

ABSTRACT

As part of the school reform legislation of 1985, the Illinois State Board of Education established State Goals for Learning in six fundamental learning areas: language arts, mathematics, science, social science, fine arts, and physical development and health. The next step is to develop standards that will more clearly define the knowledge and skills that students should have as a result of their education. The Illinois Academic Standards Project was launched to update the State Goals for Learning and clarify the knowledge and skills necessary to meet each goal. This volume, the fourth in a series of four, presents the discussion drafts that are a product of work by 200 Illinois teachers, administrators, parents, higher education faculty, and business representatives. The volume proposes guidelines for foreign languages instruction and the benchmarks to measure progress toward each state goal for these areas; presents the summary charts for each of the six fundamental learning areas: English language arts, mathematics, science, social science, fine arts, physical development and health, and foreign languages. Appendices contain a chart that compares 1985 State Goals for Learning with the 1996 draft goals, a list of participants, and two feedback instruments. (Contains 93 references.) (LMI)

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PRELIMINARY DRAFT:
ILLINOIS ACADEMIC STANDARDS

FOR PUBLIC REVIEW AND COMMENT

FOREIGN LANGUAGES
ADVISORY ACADEMIC STANDARDS

VOLUME FOUR
STATE GOALS 28-30

JUNE 1996

Please duplicate as needed.

A Message to Illinois Citizens:

June, 1996

Improving the quality of public education must be a shared priority. Ensuring that our children acquire the knowledge and skills they will need to be successful in their education, career and community life requires a joint effort of educators and school board members, as well as business, community and civic representatives. In order for such cooperation to take place, the intended results of schooling must be defined and communicated in ways that all participants can understand and use.

This discussion document represents a year of work on the part of over 200 educators and citizens. The document proposes the essential academic knowledge and skills all students should learn as a result of their public education. Once finalized, the document will serve as a guide to help our children acquire this essential learning. It will also serve as a basis for communicating the expected results of Illinois schooling to our residents and the rest of the nation.

Please make time to review this work in progress. Your contribution is crucial to the success of this effort. Become an active participant in the ongoing process of developing a set of academic standards that will focus the work of schools as they prepare our children for the future. We urge you to review this document and to submit one or both of the feedback instruments/comment forms in Appendices D and E to the Illinois State Board of Education.

Questions concerning this draft may be directed to your Regional Office of Education or to the Illinois State Board of Education at 1-800-387-1470 or (rschaljo@spr6.isbe.state.il.us).

We look forward to your comments.

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Illinois Association of
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Illinois Business Roundtable

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INTRODUCTION

As part of the school reform legislation of 1985, the State Board of Education established State Goals for Learning in six fundamental learning areas: language arts, mathematics, science, social science, fine arts, and physical development and health. While these broad statements of goals and objectives have been helpful to schools over the past 10 years, the next step is to develop standards that will more clearly define the knowledge and skills that students should have as a result of their education.

The Illinois Academic Standards Project was launched to update the State Goals for Learning and clarify the knowledge and skills necessary to meet each goal. The discussion drafts presented here are the result of more than a year of work by 200 Illinois teachers, administrators, parents, higher education faculty and business representatives. Of the four volumes in the series, three cover the six fundamental learning areas: **Volume One** - English Language Arts (reading and writing) and Mathematics, **Volume Two** - Science and Social Science, and **Volume Three** - Fine Arts and Physical Development and Health. **Volume Four** addresses Foreign Languages, which is not one of the fundamental learning areas identified in the School Code, but is included as a resource for foreign language programs.

The standards are being released as a discussion draft for review by all Illinois citizens. Through November 1996, individuals and groups will have opportunities to comment on the standards and make suggestions. The purpose of seeking public comment is to come to agreement upon a set of rigorous academic standards for Illinois students.

Once the standards are complete, state assessments will be improved to more accurately measure student achievement at designated grade levels. In addition, the academic standards are expected to

- clarify the intended results of schooling for all audiences including parents, students and the community;
- provide high academic standards and expectations for student learning across the state;
- ensure continuity for students who move from one district to another; and
- create a clear set of expectations for student performance that can be assessed at both state and local levels, as well as provide for individual student progress reporting.

The goals, academic standards and learning benchmarks may be adapted and modified to meet individual student needs and learning styles to maximize the number of students meeting and exceeding the learning expectations these standards represent.

These documents are works in progress that are meant to provide the basis for public discussion about Illinois education and our expectations for student achievement. We encourage your suggestions and ideas for improvement.

Academic standards such as these describe what children should learn, not how they should be taught. Matters such as instructional techniques and materials are left for local communities and schools to determine.

The draft Illinois goals, academic standards and learning benchmarks are a work in progress. This discussion draft has been distributed widely throughout the state for review by all who are interested. Your comments and discussion are welcomed and encouraged. With your help, we can improve our schools, and the quality of education our children receive, helping them to meet the challenges ahead.

CRITERIA FOR STANDARDS

To assure clarity and effectiveness, the teams drafting the goals and academic standards addressed the following criteria:

- The standards must be clear and meaningful to students, parents, educators, business representatives and the community at large.
- The standards should include an appropriate combination of knowledge and skills, not just facts alone or skills alone.
- The standards should build upon and go beyond the basics within each of the academic disciplines.
- The standards should be specific enough to convey what students should learn, but broad enough to allow for a variety of approaches to teaching, curriculum, course design and assessment.
- The standards should be specific enough to be used in assessing progress and improving students' learning.

DEFINITIONS OF TERMS

This document is arranged in a logical sequence, giving increasing detail on what students should learn and be able to do. There are several terms used throughout.

LEARNING AREA: A learning area is an academic subject or discipline. The learning areas addressed by the writing teams are English Language Arts, Mathematics, Science, Social Science, Physical Development and Health and Fine Arts. A supplementary draft of advisory goals and standards for Foreign Languages is also being distributed.

APPLICATIONS OF LEARNING: Applications of learning are significant methods of learning and using knowledge which cross academic disciplines. The ability to use these skills will greatly influence students' success later in life.

The five applications of learning are explained below:

- **Solving Problems** - Problem solving is a key mechanism in which students learn to investigate problems and to formulate and propose solutions supported by reason and evidence.

- **Communicating** - Understanding lessons is only the beginning of education. Students also must be able to express and receive information and ideas accurately and clearly in oral and written forms. In fact, communication reinforces learned lessons, helping students to use facts and information to build further knowledge.

- **Using Technology** - Technology, particularly telecommunications and computer technology, puts a wealth of information and expertise at students' fingertips. Skilled use of technology creates a gateway to relevant, up-to-date information well beyond the walls of the classroom.

- **Working on Teams** - Learning is an intensely individual activity, but students also need to know how to contribute as members of teams or work groups. This aspect of learning is essential to adult life.

- **Making Academic Connections** - Every subject is related in some fashion to others. Students must learn to place information within a larger setting—to see the connections among lessons, subjects and everyday life.

GOAL: A goal is a broad statement of knowledge and/or skill to be attained within a learning area. Goals organize subject matter within learning areas. Each goal in this draft has an explanation of why it is important and how it relates to life beyond school. **A comparison of the proposed goals with those adopted in 1985 appears in Appendix A.**

ACADEMIC STANDARD: An academic standard is a specific statement of knowledge and/or skills within a goal. Academic standards clearly define the learning needed to achieve a goal. They state specifically what students should know and be able to do as a result of their education.

LEARNING BENCHMARKS: Learning benchmarks are progress indicators for measuring students' achievement of an academic standard. The benchmark levels are early elementary school, late elementary school, middle school (junior high school), early high school and late high school.

Learning benchmarks also can be seen as bridges between the stated standards and the measurements that will be used to determine

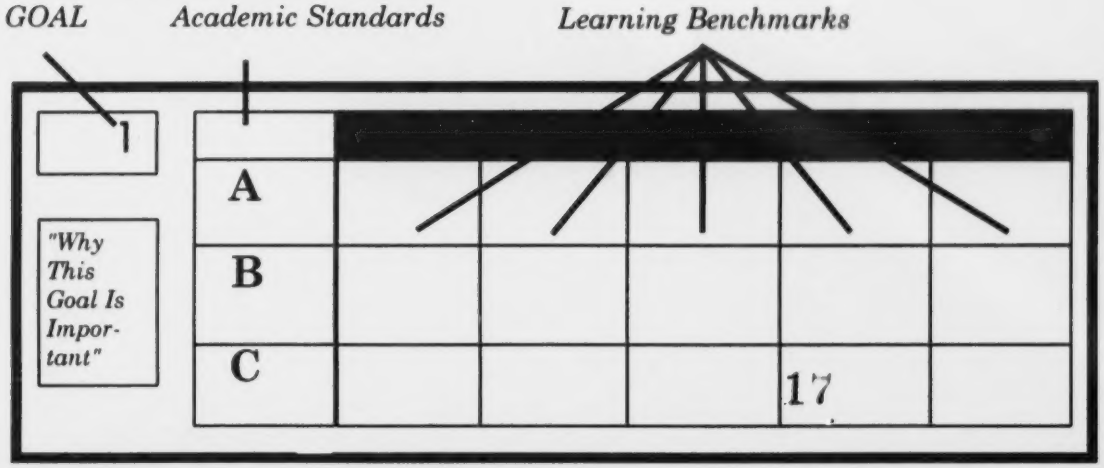
achievement. Learning benchmarks are cumulative, more complex and rigorous from one level to the next. In elementary and middle school, learning benchmarks relate to basic skills—reading comprehension, grammar, writing skills, computation (addition, subtraction, multiplication and division) and others. In early high school, they define the essential knowledge and skills that all students are expected to have. In late high school, learning benchmarks reflect the fact that students have begun to specialize in their studies and career development.

FORMAT

The format for each learning area is displayed in the following parts beginning on page 1.

- An introductory section explaining how the draft goals, academic standards and learning benchmarks were developed, the importance of the learning area, an overview of the main ideas embodied in the goals and standards, and what students will gain through their studies in this learning area.
- A discussion of Applications of Learning relevant to this discipline, in which specific examples of how skills of solving problems, communicating, using technology, working on teams and making academic connections can be achieved through study in this learning area.
- A summary of the goals and academic standards for the learning area on one page so that students, parents and educators can get a picture of the entire learning area "at a glance."
- A table of the academic standards and learning benchmarks for each goal, showing in detail why each goal is important for students to learn, the standards that further define each goal, and the learning benchmarks that will define expected student progress toward achieving each standard.

The diagram below shows how the goals, academic standards and learning benchmarks are displayed in the draft document.



SUMMARY CHART

ENGLISH LANGUAGE ARTS

The following is a summary chart showing all goals and academic standards for all learning areas.

Students need knowledge and skills in English language arts to open the doors to learning in all subject areas, to achieve success in the workplace and to be well-informed, productive citizens. English language arts include the basic communication skills of reading, writing, speaking and listening.

Students who achieve these skills will be able to find and use information from many sources, read and understand a broad range of written materials, and write for a variety of purposes and audiences.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

1 **Read with understanding and fluency.**

ACADEMIC STANDARDS FOR GOAL 1

A. Apply word analysis and vocabulary skills to comprehend text.
B. Apply reading strategies to improve fluency and understanding.
C. Demonstrate comprehension of a broad range of reading materials.

PROPOSED 1996 STATE GOAL

2 **Understand the expressed meaning in literature representative of various societies, eras and ideas.**

ACADEMIC STANDARDS FOR GOAL 2

A. Demonstrate an understanding of literary elements and techniques.
B. Explain, analyze and interpret the expressed meaning in literature representing various societies, eras and ideas.

PROPOSED 1996 STATE GOAL

3 **Write to communicate for a variety of purposes.**

ACADEMIC STANDARDS FOR GOAL 3

A. Use correct grammar, spelling, punctuation, capitalization and sentence structure.
B. Compose well-organized and coherent writing for specific purposes and audiences.
C. Communicate ideas in writing to accomplish a variety of purposes.

PROPOSED 1996 STATE GOAL

4 **Listen and speak effectively in a variety of situations.**

ACADEMIC STANDARDS FOR GOAL 4

A. Listen effectively in formal and informal situations.
B. Speak effectively using language appropriate to the situation and audience.

PROPOSED 1996 STATE GOAL

5 **Use reading, writing, listening and speaking skills to research and apply information for specific purposes.**

ACADEMIC STANDARDS FOR GOAL 5

A. Locate, acquire and organize information from various sources to answer questions and solve problems.
B. Analyze and evaluate information acquired from various sources.
C. Apply acquired information, concepts and ideas.

SUMMARY CHART

MATHEMATICS

Mathematics is used to identify, describe and investigate the patterns and challenges of everyday living. It helps us understand past events and predict and prepare for events to come. The study of mathematics includes arithmetic, geometry, algebra, trigonometry, statistics and other fields.

Students meeting these standards will understand how numbers are used and be able to use words and numbers to solve problems. They will be able to investigate, predict and reason using a variety of methods to solve a range of problems.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

6 **Demonstrate a knowledge and sense of numbers and their representations, including basic operations (addition, subtraction, multiplication, division), ratios and proportions, by using multiple ways of obtaining exact values and estimates to understand patterns involving numbers and their applications.**

ACADEMIC STANDARDS FOR GOAL 6

A. Demonstrate knowledge and use of numbers and their relations and representations in a broad range of settings from theoretical to practical.
B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division), algorithms and relationships.
C. Solve problems using multiple approaches to computation including estimation, mental mathematics, paper-and-pencil methods and technology.
D. Solve problems involving the comparisons of quantities using ratios, proportions and percents.

PROPOSED 1996 STATE GOAL

7 **Make, use and estimate measurements of objects, amounts and relationships and determine tolerable levels of error.**

ACADEMIC STANDARDS FOR GOAL 7

A. Measure and compare quantities using appropriate units, instruments and methods.
B. Estimate measurements and determine tolerable levels of error in measurements.
C. Apply appropriate instruments, scales and formulas to solve problems and interpret results.

PROPOSED 1996 STATE GOAL

8 **Identify and describe patterns and relationships in actual data, as well as solve problems and predict results using algebraic methods and symbols, tables, graphs, calculators and computers.**

ACADEMIC STANDARDS FOR GOAL 8

A. Identify numerical relationships using variables and patterns.
B. Analyze and describe numerical relationships using a variety of representations.
C. Solve problems using systems of numbers and their properties.
D. Apply algebraic concepts and procedures to represent, simplify and solve problems.

SUMMARY CHART

MATHEMATICS

Continued

PROPOSED 1996 STATE GOAL	ACADEMIC STANDARDS FOR GOAL 9
9 **Analyze, categorize and draw conclusions about objects and spatial relationships using geometric methods and drawings, sketches, graphs, models, symbols, calculators and computers.**	A. Demonstrate and apply basic geometric concepts in one, two and three dimensions. B. Identify, describe, classify and compare relationships within and among one-, two- and three-dimensional figures. C. Construct convincing arguments and proofs to represent, transform and solve problems. D. Apply trigonometric properties to solve problems.

PROPOSED 1996 STATE GOAL	ACADEMIC STANDARDS FOR GOAL 10
10 **Collect, organize and analyze data using statistical methods and tables, charts, graphs, calculators and computers to represent processes, to predict results and to interpret uncertainty and chance in practical applications.**	A. Organize, represent, analyze and make conclusions from existing data. B. Formulate questions, design data collection methods, gather and analyze data and communicate findings. C. Determine and describe the probability of an event.

SUMMARY CHART

SCIENCE

Children have a natural curiosity about the world around them. The study of science provides students with the skills to follow areas of inquiry that interest them, to offer practical solutions to problems and to apply what they have learned.

The science standards describe essential knowledge and skills in three areas: scientific inquiry, factual knowledge combined with unifying concepts and the interaction of science and technology. Achieving these standards will prepare students to actively participate in a society that utilizes science and technology.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

11 **Understand and apply the methods of scientific inquiry and technological design to investigate questions, solve problems and analyze claims.**

ACADEMIC STANDARDS FOR GOAL 11

A. Explain the principles and practices of scientific research.
B. Apply the steps and methods of scientific inquiry to conduct experiments and investigate research questions.
C. Apply the principles and methods of technological design to solve problems.
D. Assess the credibility of scientific claims.

PROPOSED 1996 STATE GOAL

12 **Understand the facts and unifying concepts of the life, physical and earth/space sciences.**

ACADEMIC STANDARDS FOR GOAL 12

A. Apply concepts of systems within the sciences.
B. Apply concepts of form and function within the sciences.
C. Apply concepts of change and constancy within the sciences.
D. Apply concepts of models and explanations within the sciences.

PROPOSED 1996 STATE GOAL

13 **Understand connections and relationships among science, technology and society.**

ACADEMIC STANDARDS FOR GOAL 13

A. Explain the historical development and importance of science and technology.
B. Explain conceptual relationships between science and technology.
C. Describe and analyze relationships among science, technology and society in practical situations.

SUMMARY CHART

SOCIAL SCIENCE

Studying social science helps students develop the ability to make informed decisions as citizens and community members. Social science includes the fields of political science and law, economics, history, geography and sociology. Students who achieve these standards will have a broad understanding of political and economic systems and a better understanding of events, trends, personalities and movements. They will also acquire a working knowledge of geography and state, national and world history.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

14 **Understand, analyze and compare political systems, with an emphasis on the United States.**

ACADEMIC STANDARDS FOR GOAL 14

A. Describe and explain basic principles of the United States government.
B. Compare and analyze the structures and functions of the political systems of Illinois, the United States and other nations.
C. Describe and explain election processes and responsibilities of citizens.
D. Analyze the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
E. Describe and explain United States foreign policy as it relates to other nations and international issues.

PROPOSED 1996 STATE GOAL

15 **Understand, analyze and compare economic systems, with an emphasis on the United States**

ACADEMIC STANDARDS FOR GOAL 15

A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services.
B. Analyze the effects of scarcity and choice on consumers.
C. Analyze the effects of scarcity and choice on producers.
D. Explain how trade generates interdependence affecting the economies of nations.

PROPOSED 1996 STATE GOAL

16 **Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

ACADEMIC STANDARDS FOR GOAL 16

A. Describe and explain contributions of selected individuals throughout history.
B. Explain the chronology and significance of major social, economic and political events throughout history.
C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world.
D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history.
E. Analyze the roles played by groups in developing a pluralistic society in the United States.

SUMMARY CHART

SOCIAL SCIENCE

Continued

PROPOSED 1996 STATE GOAL

17 **Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.**

ACADEMIC STANDARDS FOR GOAL 17

A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations.
B. Analyze and explain characteristics and interactions of the earth's physical systems.
C. Analyze and explain relationships between geographic factors and society.
D. Explain the historical significance of geography.

PROPOSED 1996 STATE GOAL

18 **Understand, analyze and compare social systems, with an emphasis on the United States.**

ACADEMIC STANDARDS FOR GOAL 18

A. Identify and compare characteristics of culture as reflected in language, literature, the arts and traditions.
B. Analyze the roles of groups and institutions in relation to people and societies.

SUMMARY CHART

PHYSICAL DEVELOPMENT AND HEALTH

Research shows that good health improves students' capacity to learn. Understanding the principles of physical development and health can help students develop both the abilities and the habits they need for good health. The standards include the academic knowledge and skills necessary to understand physical development and health, physical fitness, team skills, and prevention and treatment of illness and injury.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

19 **Understand concepts and acquire competent movement skills to engage in health-enhancing physical activity.**

ACADEMIC STANDARDS FOR GOAL 19

A. Demonstrate and analyze various movement concepts and applications.
B. Demonstrate knowledge of rules and strategies during physical activity.
C. Demonstrate physical competency in individual and team sports and recreational activities.

PROPOSED 1996 STATE GOAL

20 **Understand how to assess, achieve and maintain physical fitness for continuing health.**

ACADEMIC STANDARDS FOR GOAL 20

A. Know and apply the physiological principles and components of health-related fitness.
B. Assess individual fitness levels.
C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

PROPOSED 1996 STATE GOAL

21 **Develop team-building skills by working with others through physical activity.**

ACADEMIC STANDARDS FOR GOAL 21

A. Demonstrate responsibility during group physical activities.
B. Demonstrate participatory and leadership skills during planned group physical activity.

PROPOSED 1996 STATE GOAL

22 **Understand principles of health promotion and the prevention and treatment of illness and injury.**

ACADEMIC STANDARDS FOR GOAL 22

A. Explain the basic principles of health promotion, illness prevention and safety.
B. Describe and explain the health influences among individuals, groups and communities.
C. Explain how the environment can affect health.

SUMMARY CHART

PHYSICAL DEVELOPMENT AND HEALTH

Continued

PROPOSED 1996 STATE GOAL	ACADEMIC STANDARDS FOR GOAL 23
23 **Understand human body systems and factors that influence growth and development.**	A. Describe and explain the structure and functions of the human body systems and how they interrelate. B. Explain the effects of health-related actions on the body systems. C. Describe factors that affect growth and development.

PROPOSED 1996 STATE GOAL	ACADEMIC STANDARDS FOR GOAL 24
24 **Promote and enhance health and well-being through the use of effective communication and decision-making skills.**	A. Demonstrate procedures for positive communication, resolving differences and preventing violence. B. Apply decision-making skills related to the protection and promotion of individual health. C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

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SUMMARY CHART

FINE ARTS

Before children enter school, they draw, dance, experiment with sounds and act out stories. The arts are basic to a balanced and complete education for all students.

The fine arts include visual art, dance, music and drama. When students learn to create in images, gestures, sounds and words, they discover new ways to shape and share their ideas with others. Achieving standards in the fine arts will help students look at problems from multiple perspectives and understand the role of the arts in civilization.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

25 **Understand the sensory elements, organizational principles and ideas expressed in and among the arts.**

ACADEMIC STANDARDS FOR GOAL 25

A. Describe, analyze and evaluate the sensory elements and organizational principles of works of art.
B. Define, analyze and evaluate how sensory elements and organizational principles are used to express ideas in the arts.
C. Compare and contrast similarities, differences and connections of sensory elements, organizational principles, and ideas expressed within and among the arts.

PROPOSED 1996 STATE GOAL

26 **Through creating and performing, understand how works of art are produced.**

ACADEMIC STANDARDS FOR GOAL 26

A. Demonstrate an understanding of how tools and processes are used in the arts.
B. Apply skills and knowledge necessary to create and perform in the arts.

PROPOSED 1996 STATE GOAL

27 **Understand the role of the arts in civilizations, past and present.**

ACADEMIC STANDARDS FOR GOAL 27

A. Analyze how the arts function in history, society and everyday life.
B. Analyze how the arts reflect history, society and everyday life.

SUMMARY CHART

FOREIGN LANGUAGES

Foreign language is not a fundamental learning area as identified in the School Code, section 28-1. The foreign language goals, academic standards and learning benchmarks presented here are intended to be used as a resource for foreign language programs.

Foreign languages help prepare students to live and work in a diverse society. Learning foreign languages promotes understanding and improves human interaction in our world.

The goals for foreign languages outline four main areas of proficiency: listening, speaking, reading and writing in the "target language," that is, the language being studied. In addition, students study the history and society of the countries where the languages are spoken, as well as the languages' connections to other learning areas.

As a result of their schooling, students will be able to:

PROPOSED 1996 STATE GOAL

28 **Use the target language to communicate within and beyond the classroom setting.**

ACADEMIC STANDARDS FOR GOAL 28

A. Understand oral communication in the target language.
B. Speak effectively in the target language in various settings.
C. Understand written passages in the target language.
D. Write effectively in the target language for a variety of purposes and audiences.

PROPOSED 1996 STATE GOAL

29 **Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.**

ACADEMIC STANDARDS FOR GOAL 29

A. Demonstrate knowledge of manners and customs.
B. Demonstrate knowledge and understanding of the arts.
C. Demonstrate knowledge and understanding of literature and the media.
D. Demonstrate knowledge and understanding of history.
E. Demonstrate knowledge and understanding of demographics and geography.

PROPOSED 1996 STATE GOAL

30 **Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.**

ACADEMIC STANDARDS FOR GOAL 30

A. Reinforce and further knowledge of other disciplines through the target language.
B. Demonstrate knowledge and understanding of a variety of career options.

FOREIGN LANGUAGES

Foreign language is not a fundamental learning area as identified in the School Code, section 28-1. The foreign language goals, academic standards and learning benchmarks presented here are intended to be used as a resource for foreign language programs.

The foreign language draft goals and academic standards were developed using resources from the American Council for the Teaching of Foreign Languages and other states, as well as the broad expertise available among Illinois educators and practitioners.

Foreign languages are important educational components that help prepare students to live and work in a world where successful economies and productive political climates rely on human interaction. The goals for foreign languages outline four main areas of proficiency: listening, speaking, reading and writing in the "target language," that is, the language being studied. Also important are the aspects of culture behind the languages and the languages' connections to other learning areas.

APPLICATIONS OF LEARNING

Applications of learning are significant methods of learning and using knowledge which cross academic disciplines. The ability to use these skills will greatly influence students' success later in life.

SOLVING PROBLEMS

Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

Learning foreign languages provide students with skills that help in solving problems in a variety of situations. These skills include the ability to analyze, to read from primary sources, to find correct words and phrases, and to use appropriate gestures.

COMMUNICATING

Express and interpret information and ideas.

The four basic communication skills of listening, speaking, reading and writing are the main components of all language instruction. They provide for understanding of both language and social situations, in addition to enabling students to communicate. The communication skills students gain through the study of a language are valuable well beyond the classroom.

USING TECHNOLOGY

Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

Various forms of technology, including computers and networks, allow students of foreign languages to have direct contact with users of the target language throughout the world, to use the target language in various settings within and outside the classroom, and to apply vocabulary to the use of technology itself. From the ability to pull down primary sources to asking and answering direct questions with students around the world, technology offers a tremendous opportunity for learning and using foreign languages.

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WORKING ON TEAMS

Learn and contribute productively as individuals and as members of groups.

Group learning activities are especially beneficial in foreign language instruction. Students with complementary skills learn to contribute and share in the learning process, complete tasks and—most importantly—communicate purposeful messages. Interaction among students with varying backgrounds provides additional opportunities to improve foreign language proficiency.

MAKING ACADEMIC CONNECTIONS

Recognize and apply connections of important information and ideas within and among academic learning areas.

Skills used to learn one language transfer readily to the learning of others. Subject matter learned in other classes is reinforced in the foreign language classroom, and students are helped to see the connections among disciplines. Universal themes and issues are revealed in the foreign language classroom, and the skills and knowledge learned there have many practical applications outside the classroom. Research shows that students with foreign language skills are often better learners in all subject areas.

FOREIGN LANGUAGES

PROPOSED 1996 STATE GOALS

ACADEMIC STANDARDS

As a result of their schooling, students will be able to:

GOAL 28 Use the target language to communicate within and beyond the classroom setting

ACADEMIC STANDARDS FOR GOAL 28

A. Understand oral communication in the target language.
B. Speak effectively in the target language in various settings.
C. Understand written passages in the target language.
D. Write effectively in the target language for a variety of purposes and audiences.

GOAL 29 Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language

ACADEMIC STANDARDS FOR GOAL 29

A. Demonstrate knowledge of manners and customs.
B. Demonstrate knowledge and understanding of the arts.
C. Demonstrate knowledge and understanding of literature and the media.
D. Demonstrate knowledge and understanding of history.
E. Demonstrate knowledge and understanding of demographics and geography.

GOAL 30 Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines

ACADEMIC STANDARDS FOR GOAL 30

A. Reinforce and further knowledge of other disciplines through the target language.
B. Demonstrate knowledge and understanding of a variety of career options.

STATE GOAL 28

Use the target language to communicate within and beyond the classroom setting

As a result of their schooling, students will be able to:

WHY THIS GOAL IS IMPORTANT

Proficiency in oral communications skills is essential to both the learning and the use of a foreign language. The first step in language acquisition is the development of listening skills. Students then progress from using simple and controlled samples of the target language toward learning to comprehend and convey authentic narrative intended for native speakers. Students round out their communications skills by learning to read and comprehend text and produce grammatically correct writing in the target language.

THE LEARNING BENCHMARKS FOR FOREIGN LANGUAGES ARE LABELED STAGE ONE THROUGH STAGE FIVE TO CONVEY DEVELOPMENTAL LOGIC AND DEGREE OF RIGOR. THIS VARIES FROM THE GRADE LEVELS USED IN OTHER LEARNING AREAS TO ACCOMMODATE THE INITIAL STUDY OF FOREIGN LANGUAGES OCCURRING AT DIFFERENT AGES AND GRADE LEVELS.

NOTE: <u>The "e.g.'s" are meant as examples only.</u> There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

ACADEMIC STANDARD	STAGE ONE LEARNING BENCHMARKS	STAGE TWO LEARNING BENCHMARKS
A. Understand oral communication in the target language.	**28.A.1a** Recognize basic language cues (e.g., forms of address, question patterns and case). **28.A.1b** Recognize simple gestures to accompany and/or replace basic directions for classroom activities.	**28.A.2a** Comprehend simple directions, illustrated stories or audiovisual programs. **28.A.2b** Comprehend gestures and body language often used in everyday interactions in the target language.
B. Speak effectively in the target language in various settings.	**28.B.1a** Respond to and ask simple questions. **28.B.1b** Imitate intonation and pronunciation including sounds unique to the target language.	**28.B.2a** Describe people, activities, objects and situations. **28.B.2b** Read aloud passages containing known vocabulary, using proper intonation and pronunciation.

Continued on page 6

STAGE THREE LEARNING BENCHMARKS	STAGE FOUR LEARNING BENCHMARKS	STAGE FIVE LEARNING BENCHMARKS	NOTES
28.A.3a Comprehend main messages of simple oral and audio presentations with assistance from resources (e.g., glossaries, guided questions, outlines). **28.A.3b** Compare selected common gestures and body language used within the target language society(ies) to those of the native society.	**28.A.4a** Comprehend multistep directions and details of oral and audio presentations unsupported by visual aids. **28.A.4b** Use appropriate nonverbal cues common in the target language society.	**28.A.5a** Comprehend a variety of oral and audio presentations in academic, technical, social or work environments with limited or no support. **28.A.5b** Recognize and use nonverbal cues in various formal and informal settings.	
28.B.3a Respond to open-ended questions and engage in simple interactions in various situations. **28.B.3b** Read aloud new material using correct pronunciation and intonation.	**28.B.4a** Engage in extended conversations in a variety of situations. **28.B.4b** Express nuances of meaning using proper intonation and pronunciation.	**28.B.5a** Make impromptu speeches in a variety of situations. **28.B.5b** Speak in the target language using native-like intonation and pronunciation.	

STATE GOAL 28

Use the target language to communicate within and beyond the classroom setting

Continued

As a result of their schooling, students will be able to:

ACADEMIC STANDARD	STAGE ONE LEARNING BENCHMARKS	STAGE TWO LEARNING BENCHMARKS
C. Understand written passages in the target language.	**28.C.1a** Recognize in printed form language that is part of their listening vocabulary and predict meaning of key words in a simple story, poem or song. **28.C.1b** Infer meaning of loan words and similar words from their target language's context.	**28.C.2a** Comprehend written classroom directions, read simple illustrated stories, and infer meaning of loan words and similar words. **28.C.2b** Decode new vocabulary which contains affixes and compounding on words and phrases from prior lessons.
D. Write effectively in the target language for a variety of purposes and audiences.	**28.D.1a** Copy/write lists, phrases, messages and simple sentences. **28.D.1b** Copy/write basic target language classroom vocabulary (e.g., objects, activities).	**28.D.2a** Write simple narratives on familiar topics using appropriate punctuation and capitalization. **28.D.2b** Write basic grammar vocabulary (e.g., parts of speech, verb tense, word forms).

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STAGE THREE LEARNING BENCHMARKS	STAGE FOUR LEARNING BENCHMARKS	STAGE FIVE LEARNING BENCHMARKS	NOTES
28.C.3a Comprehend the main message of a variety of written materials with the help of resources (e.g., visuals, outlines, glossaries). **28.C.3b** Demonstrate ability to use many resources (e.g., dictionary, thesaurus, software) to expand vocabulary.	**28.C.4a** Comprehend key vocabulary as well as the main message of complex written materials without the help of visuals. **28.C.4b** Demonstrate understanding of written materials by organizing information and concepts (e.g., outlines, flow charts).	**28.C.5a** Comprehend, with little or no support, a variety of materials intended for native speakers in academic, technical, social and work situations. **28.C.5b** Distinguish nuances of meaning in a variety of contexts.	
28.D.3a Write narratives with a specific focus, supporting details, logical sequence and conclusion. **28.D.3b** Compare word use, phrasing and sentence structures of the target language with those used in one or more other languages.	**28.D.4a** Write complete expository pieces (e.g., description, definition, analysis) for a variety of situations. **28.D.4b** Compare the target language with one or more languages in terms of vocabulary, word use, phrase and sentence structure and complete text structures.	**28.D.5a** Write documents in a variety of forms, with supporting evidence from sources, to meet academic, technical and business needs. **28.D.5b** Explain how various languages are interrelated in terms of word origin and text structures.	

STATE GOAL 29

Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

WHY THIS GOAL IS IMPORTANT

Understanding culture is integral to learning and understanding a language. This goal emphasizes not only the process of learning about the country and its culture, but also the fact that language and culture are inseparable. Through a range of materials in print and other media, students gain a richer understanding of both culture and language.

For the purposes of this goal, culture consists of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and how cultural contributions shaped language over time.

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As a result of their schooling, students will be able to:

ACADEMIC STANDARD	STAGE ONE LEARNING BENCHMARKS	STAGE TWO LEARNING BENCHMARKS
A. Demonstrate knowledge of manners and customs.	29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent) in their immediate environment.	29.A.2 Demonstrate the ability to participate in activities associated with the target language (e.g., games, songs and role playing).
B. Demonstrate knowledge and understanding of the arts.	29.B.1a Identify one or more art forms representative of target language countries. 29.B.1b Demonstrate one or more art forms representative of a target language country (e.g., dramatizing a sample of children's literature).	29.B.2a Identify sample art works and their creators associated with a target language country. 29.B.2b Describe selected art forms of a target language country using appropriate arts vocabulary in the target language.
C. Demonstrate knowledge and understanding of literature and the media.	29.C.1a Identify key vocabulary from selected samples of children's literature and media and identify main characters using audio and visual cues. 29.C.1b Identify and use simple literature and media vocabulary of the target language (e.g., fable, theme, broadcast). 29.C.1c Identify primary non-print media sources (e.g., television, radio, films) in the target language.	29.C.2a Identify and compare characters and themes in literature and characteristics of literary forms representative of the target language (e.g., fables, fairy tales). 29.C.2b Identify sample literary works and their authors representative of the target language. 29.C.2c Give examples of television, radio programs and movies broadcast in the countries where the target language is spoken.

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STAGE THREE LEARNING BENCHMARKS	STAGE FOUR LEARNING BENCHMARKS	STAGE FIVE LEARNING BENCHMARKS	NOTES
29.A.3 Understand the role of customs, manners and traditions in societies associated with the target language.	**29.A.4** Demonstrate target language expressions and levels of formality (e.g., age, social status) appropriate for entry-level work and for social situations.	**29.A.5** Analyze and interpret the role of manners and customs within the social, academic and work environments of selected countries associated with the target language.	
29.B.3a Identify and interpret ideas and themes expressed in selected artworks associated with the target language using terms from the target language. **29.B.3b** Describe selected arts tools and processes using terms from the target language.	**29.B.4a** Compare themes that are inherent to a target language country as expressed in different art forms. **29.B.4b** Create an interpretive presentation descriptive of a selected art form based on a field experience (e.g., gallery visit, dramatic presentation, musical performance).	**29.B.5a** Explain the cultural and historical significance of characteristic art forms of a target language society. **29.B.5b** Analyze an interpretive presentation descriptive of a selected art form based on a field experience (e.g., gallery visit, dramatic presentation, musical performance).	
29.C.3a Read, retell and summarize stories and poems in the target language. **29.C.3b** Identify and explain ideas and themes expressed in selected works using target language vocabulary. **29.C.3c** Prepare and create simple media messages in the target language modeled on unabridged media examples (e.g., advertisements, posters, brochures, documentaries).	**29.C.4a** Read, discuss and write about plot, theme and settings of unabridged materials in the target language with assistance such as glossaries, guided questions and/or outlines. **29.C.4b** Compare and contrast the common themes and/or plot in a literary work and its corresponding video/film version. **29.C.4c** Compare topics, types and styles of media communication in target language countries using unabridged media examples.	**29.C.5a** Identify, discuss and explain themes, ideas and perspectives as presented in target language literature. **29.C.5b** Compare and analyze literary themes and styles across author and genres in the target language. **29.C.5c** Demonstrate ability to comprehend target language media communications in academic and practical situations.	

STATE GOAL 29

Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

Continued

As a result of their schooling, students will be able to:

ACADEMIC STANDARD	STAGE ONE LEARNING BENCHMARKS	STAGE TWO LEARNING BENCHMARKS
D. Demonstrate knowledge and understanding of history.	**29.D.1** Identify and use simple history vocabulary (e.g., era, timeline, invention) of the target language.	**29.D.2** Recognize important people and events in the history of the country(ies) where the target language is spoken and relate them to events and traditions in United States history.
E. Demonstrate knowledge and understanding of demographics and geography.	**29.E.1** Identify and use simple geography vocabulary (e.g., border, soil, equator) of the target language.	**29.E.2** Use maps and other geographic representations to describe and discuss the country(ies) where the target language is spoken.

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STAGE THREE LEARNING BENCHMARKS	STAGE FOUR LEARNING BENCHMARKS	STAGE FIVE LEARNING BENCHMARKS	NOTES
29.D.3 Describe the international distribution of the target language and explain the reasons for the distribution.	**29.D.4** Identify historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with the target language and explain their influence on the United States.	**29.D.5** Analyze the development and change of structures of power, authority and governance in a target language country (e.g., revolutions, reforms, wars, nationalism, internationalism, liberation).	
29.E.3 Use geography vocabulary to describe aspects (e.g., population distribution, natural resources and predominant economic activities) of the countries where the target language is spoken.	**29.E.4** Explain how to make and use geographic representations (e.g., maps, charts, models) to enhance understanding of countries where the target language is spoken.	**29.E.5** Describe economic and environmental effects of migration, settlement and colonization on the countries where the target language is spoken.	

STATE GOAL 30

Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

WHY THIS GOAL IS IMPORTANT

Knowledge of a foreign language is much more valuable when the vocabulary of that language can be applied in other academic areas. This goal focuses on use of the target language to reinforce the students' knowledge of economics, history, mathematics, science, geography, and physical development and health.

THE LEARNING BENCHMARKS FOR FOREIGN LANGUAGES ARE LABELED STAGE ONE THROUGH STAGE FIVE TO CONVEY DEVELOPMENTAL LOGIC AND DEGREE OF RIGOR. THIS VARIES FROM THE GRADE LEVELS USED IN OTHER LEARNING AREAS TO ACCOMMODATE THE INITIAL STUDY OF FOREIGN LANGUAGES OCCURRING AT DIFFERENT AGES AND GRADE LEVELS.

NOTE: The "e.g.'s" are meant as examples only. There has been no attempt to identify all possible items, but rather to give guidance to the teacher as to the general intent of the standards and benchmarks.

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As a result of their schooling, students will be able to:

ACADEMIC STANDARD	STAGE ONE LEARNING BENCHMARKS	STAGE TWO LEARNING BENCHMARKS
A. Reinforce and further knowledge of other disciplines through the target language.	**30.A.1a** Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency. **30.A.1b** Solve simple math exercises (e.g., identify simple geometric shapes, use numbers to count and do math computations) in the target language. **30.A.1c** Identify and use vocabulary for simple science terms referring to weather and nature (e.g., clouds, wind, trees, common animals). **30.A.1d** Participate in physical activities (e.g., games, dances).	**30.A.2a** Identify products that are from the countries where the target language is spoken and that are found in the United States economy. **30.A.2b** Make, use and estimate measurements (e.g., time, linear, monetary) in the target language. **30.A.2c** Identify and use science vocabulary to describe basic physical features (e.g., mountain range, coast, desert) and life forms on Earth. **30.A.2d** Participate in and describe games, dances and sports.
B. Demonstrate knowledge and understanding of a variety of career options.	**30.B.1a** Identify and use simple vocabulary for common professions and occupations found in the target language country. **30.B.1b** Recognize a variety of professions in which a language other than English is used.	**30.B.2a** Use vocational vocabulary to describe typical activities and characteristics of some occupations and work places. **30.B.2b** Identify connections between specific businesses and industries in the target country(ies) and the United States.

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STAGE THREE LEARNING BENCHMARKS	STAGE FOUR LEARNING BENCHMARKS	STAGE FIVE LEARNING BENCHMARKS	NOTES
30.A.3a Identify differing systems of trade and exchange in target language country(ies) (e.g., bartering and bargaining) compared to the United States. **30.A.3b** Gather and organize data to solve problems drawn from the target language. **30.A.3c** Describe the physical and geological features, vegetation and animal life indigenous to some target language country(ies) and analyze how these features contribute to the development of the country(ies). **30.A.3d** Analyze diet, nutrition and physical fitness issues affecting peers in target language country(ies).	**30.A.4a** Identify major sources of employment and income in target language country(ies) compared to the United States. **30.A.4b** Analyze and solve math problems related to the use of timetables, schedules, charts and graphs in the target language. **30.A.4c** Analyze the impact of human activity on the natural environment of some country(ies) where the target language is spoken. **30.A.4d** Describe and compare daily diet, nutrition, and physical fitness regimens characteristic of peers in target language cultures.	**30.A.5a** Describe and explain factors affecting economic conditions in target language country(ies) compared to the United States. **30.A.5b** Use math skills such as statistical analysis, estimating and approximating in experiments or research projects. **30.A.5c** Analyze current science issues (e.g., ecology and the environment, space exploration, health) from the perspective of the target language country. **30.A.5d** Analyze and contrast diet, nutrition, and physical fitness programs associated with target language country(ies) with those of the United States.	
30.B.3a Compare professions common to both the target language societies and the United States. **30.B.3b** Explain and describe general career choices in which the target language can be used.	**30.B.4a** Identify and describe occupations unique to the target language societies. **30.B.4b** Explain in detail the preparation for and activities of specific careers in which the target language can be used.	**30.B.5a** Compare various occupations' roles, status, qualifications in the target language country(ies) and the United States. **30.B.5b** Evaluate a career option which requires proficiency in the target language through a career exploration or education-to-careers activity.	

CROSSWALK

APPENDIX A

ENGLISH LANGUAGE ARTS

The purpose of the crosswalk is to allow quick comparisons between the 1985 State Goals for Learning and the draft goals and academic standards for 1996. The 1996 draft goals and academic standards amplify and clarify the 1985 goals. It is the view of the writing teams that all of the essential elements from the 1985 state goals have been addressed in the draft goals or embedded in the 1996 draft goals and academic standards.

The fundamentals of using language—reading, writing, listening, and speaking, as well as the study of literature—remain highlighted in the draft goals. Goal 5 attempts to move forward from the 1985 goals to address application of the fundamentals toward real-life situations such as research and the use of information. The 1996 goals, while accommodating a variety of teaching and learning styles, acknowledge that language processes develop in a dynamic, fluid manner.

As a result of their schooling, students will be able to:

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand how and why language functions and evolves. Read, comprehend, interpret, evaluate and use written material.	**1** Read with understanding and fluency. A. Apply word analysis and vocabulary skills to comprehend text. B. Apply reading strategies to improve fluency and understanding. C. Demonstrate comprehension of a broad range of reading materials.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand the various forms of significant literature representative of different cultures, eras and ideas.	**2** Understand the expressed meaning in literature representative of various societies, eras and ideas. A. Demonstrate an understanding of literary elements and techniques. B. Explain, analyze and interpret the expressed meaning in literature representing various societies, eras and ideas.

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1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.	**3** Write to communicate for a variety of purposes. A. Use correct grammar, spelling, punctuation, capitalization and sentence structure. B. Compose well-organized and coherent writing for specific purposes and audiences. C. Communicate ideas in writing to accomplish a variety of purposes.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Listen critically and analytically. Use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.	**4** Listen and speak effectively in a variety of situations. A. Listen effectively in formal and informal situations. B. Speak effectively using language appropriate to the situation and audience.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand the various forms of significant literature representative of different cultures, eras and ideas.	**5** Use reading, writing, listening and speaking skills to research and apply information for specific purposes. A. Locate, acquire and organize information from various sources to answer questions and solve problems. B. Analyze and evaluate information acquired from various sources. C. Apply acquired information, concepts and ideas.

CROSSWALK

APPENDIX A

MATHEMATICS

In 1985, there were seven state goals for learning in mathematics; this document proposes five. The mathematics writing team concluded that understanding and use of ratios and percentages are subsets of computation and having a sense of numbers and included those topics under that goal. Another 1985 goal stated that students would be able to use mathematics skills to estimate, approximate and predict outcomes and to judge reasonableness of results. The team concluded that these important abilities should be applied and included across all mathematics goals.

As a result of their schooling, students will be able to:

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Perform the computations of addition, subtraction, multiplication and division using whole numbers, integers, fractions and decimals. Understand and use ratios and percentages. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**6** Demonstrate a knowledge and sense of numbers and their representations, including basic operations (addition, subtraction, multiplication, division), ratios and proportions, by using multiple ways of obtaining exact values and estimates to understand patterns involving numbers and their applications. A. Demonstrate knowledge and use of numbers and their relations and representations in a broad range of settings from theoretical to practical. B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division), algorithms and relationships. C. Solve problems using multiple approaches to computation including estimation, mental mathematics, paper-and-pencil methods and technology. D. Solve problems involving the comparisons of quantities using ratios, proportions and percents.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Make and use measurements, including those of area and volume. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**7** Make, use and estimate measurements of objects, amounts and relationships and determine tolerable levels of error. A. Measure and compare quantities using appropriate units, instruments and methods. B. Estimate measurements and determine tolerable levels of error in measurements. C. Apply appropriate instruments, scales and formulas to solve problems and interpret results.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Identify, analyze and solve problems using algebraic equations, inequities, functions and their graphs. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**8** Identify and describe patterns and relationships in actual data, as well as solve problems and predict results using algebraic methods and symbols, tables, graphs, calculators and computers. A. Identify numerical relationships using variables and patterns. B. Analyze and describe numerical relationships using a variety of representations. C. Solve problems using systems of numbers and their properties. D. Apply algebraic concepts and procedures to represent, simplify and solve problems.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand and apply geometric concepts and relations in a variety of forms. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**9** Analyze, categorize and draw conclusions about objects and spatial relationships using geometric methods and drawings, sketches, graphs, models, symbols, calculators and computers. A. Demonstrate and apply basic geometric concepts in one, two and three dimensions. B. Identify, describe, classify and compare relationships within and among one-, two- and three-dimensional figures. C. Construct convincing arguments and proofs to represent, transform and solve problems. D. Apply trigonometric properties to solve problems.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand and use methods of data collection and analysis, including tables, charts and comparisons. Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.	**10** Collect, organize and analyze data using statistical methods and tables, charts, graphs, calculators and computers to represent processes, to predict results and to interpret uncertainty and chance in practical applications. A. Organize, represent, analyze and make conclusions from existing data. B. Formulate questions, design data collection methods, gather and analyze data and communicate findings. C. Determine and describe the probability of an event.

CROSSWALK

APPENDIX A

SCIENCE

In this draft, proposed Goal 11 consolidates two 1985 goals addressing scientific research and methods and unifies the processes with the purposes of the scientific method. By emphasizing inquiry, it promotes a deeper understanding of research methods and applications. Proposed goal 12 focuses on unifying concepts and knowledge in the sciences, fostering greater depth of understanding across and beyond traditional science technology disciplines. The relationships among science and society can be understood more clearly through the wording of proposed Goal 13. Within these proposed goals, emphasis is equally distributed among process (Goal 11), content (Goal 12) and relationships (Goal 13).

As a result of their schooling, students will be able to:

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Have a working knowledge of the principles of scientific research and their application in simple research projects. Have a working knowledge of the processes, techniques, methods, equipment and available technology of science.	**11** Understand and apply the methods of scientific inquiry and technological design to investigate questions, solve problems and analyze claims. A. Explain the principles and practices of scientific research. B. Apply the steps and methods of scientific inquiry to conduct experiments and investigate research questions. C. Apply the principles and methods of technological design to solve problems. D. Assess the credibility of scientific claims.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Know the concepts and basic vocabulary of biological, physical and environmental sciences and the application to life and work in contemporary technological society.	**12** Understand the facts and unifying concepts of the life, physical and earth/space sciences. A. Apply concepts of systems within the sciences. B. Apply concepts of form and function within the sciences. C. Apply concepts of change and constancy within the sciences. D. Apply concepts of models and explanations within the sciences.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Have a working knowledge of the social and environmental implications and limitations of technological development. Know the concepts and basic vocabulary of biological, physical and environmental sciences and the application to life and work in contemporary technological society.	**13** Understand connections and relationships among science, technology and society. A. Explain the historical development and importance of science and technology. B. Explain conceptual relationships between science and technology. C. Describe and analyze relationships among science, technology and society in practical situations.

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CROSSWALK

APPENDIX A

SOCIAL SCIENCE

The first 1985 goal for social science dealt with both civics and economics. These have been separated and more clearly defined in Goals 14 and 15 and their related academic standards. This approach will help students better understand the related but separate ideas in these two disciplines.

The 1985 goal that addressed application and decision making has been incorporated into the Applications of Learning and the standards and benchmarks under all 1996 goals for social science.

As a result of their schooling, students will be able to:

1985 STATE GOAL	PROPOSED 1996 STATE GOALS & ACADEMIC STANDARDS
Understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.	**14** Understand, analyze and compare political systems, with an emphasis on the United States. A. Describe and explain basic principles of the United States government. B. Compare and analyze the structures and functions of the political systems of Illinois, the United States and other nations. C. Describe and explain election processes and responsibilities of citizens. D. Analyze the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations. E. Describe and explain United States foreign policy as it relates to other nations and international issues. **15** Understand, analyze and compare economic systems, with an emphasis on the United States. A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services. B. Analyze the effects of scarcity and choice on consumers. C. Analyze the effects of scarcity and choice on producers. D. Explain how trade generates interdependence affecting the economies of nations.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.	**16** Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. A. Describe and explain contributions of selected individuals throughout history. B. Explain the chronology and significance of major social, economic and political events throughout history. C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world. D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history. E. Analyze the roles played by groups in developing a pluralistic society in the United States.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Demonstrate a knowledge of world geography with emphasis on the United States.	**17** Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States. A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations. B. Analyze and explain characteristics and interactions of the earth's physical systems. C. Analyze and explain relationships between geographic factors and society. D. Explain the historical significance of geography.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Demonstrate knowledge of the basic concepts of the social sciences and how these help interpret human behavior. Apply the skills and knowledge gained in the social sciences to decision making in life situations.	**18** Understand, analyze and compare social systems, with an emphasis on the United States. A. Identify and compare characteristics of culture as reflected in language, literature, the arts and traditions. B. Analyze the roles of groups and institutions in relation to people and societies.

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CROSSWALK

APPENDIX A

PHYSICAL DEVELOPMENT & HEALTH

The 1985 goals for physical development and health varied greatly from the very broad to the very specific. The proposed 1996 goals and standards "smooth out" and organize student learning while updating the goals in light of the last decade of education research.

For example, personal fitness plans have been incorporated within the standards and benchmarks for proposed Goal 19.

Overall, physical development and health have become more interrelated in the new goals/standards structure, with general emphasis on promoting health and acquiring skills that will be valuable beyond the school setting.

As a result of their schooling, students will be able to:

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance. Plan a personal physical fitness and health program.	**19** Understand concepts and acquire competent movement skills to engage in health-enhancing physical activity. A. Demonstrate and analyze various movement concepts and applications. B. Demonstrate knowledge of rules and strategies during physical activity. C. Demonstrate physical competency in individual and team sports and recreational activities.

1985 STATE GOAL	PROPOSED 1996 STATE GOALS & ACADEMIC STANDARDS
Perform a variety of complex motor activities.	**20** Understand how to assess, achieve and maintain physical fitness for continuing health. A. Know and apply the physiological principles and components of health-related fitness. B. Assess individual fitness levels. C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan. **21** Develop team-building skills by working with others through physical activity. A. Demonstrate responsibility during group physical activities. B. Demonstrate participatory and leadership skills during planned group physical activity.

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1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Demonstrate a variety of basic life-saving activities. Understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.	**22** **Understand principles of health promotion and the prevention and treatment of illness and injury.** A. Explain the basic principles of health promotion, illness prevention and safety. B. Describe and explain the health influences among individuals, groups and communities. C. Explain how the environment can affect health.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand the physical development, structure and functions of the human body.	**23** **Understand human body systems and factors that influence growth and development.** A. Describe and explain the structure and functions of the human body systems and how they interrelate. B. Explain the effects of health-related actions on the body systems. C. Describe factors that affect growth and development.

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand consumer health and safety, including environmental health.	**24** **Promote and enhance health and well-being through the use of effective communication and decision-making skills.** A. Demonstrate procedures for positive communication, resolving differences and preventing violence. B. Apply decision-making skills related to the protection and promotion of individual health. C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

CROSSWALK

APPENDIX A

FINE ARTS

The proposed goals simplify and clarify the language of the 1985 State Goals, with attention to relationships within the arts and to other disciplines. The addition of the standards for each goal will allow students and teachers to better organize and plan arts studies.

The proposed goals are intended to address the larger issues of how arts allow expression, convey meaning and reflect society and culture, rather than directing attention to smaller pieces of information such as identification of individual art works.

As a result of their schooling, students will be able to:

1985 STATE GOAL	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Understand the principal sensory, formal, technical and expressive qualities of each of the arts.	**25** Understand the sensory elements, organizational principles and ideas expressed in and among the arts. A. Describe, analyze and evaluate the sensory elements and organizational principles of works of art. B. Define, analyze and evaluate how sensory elements and organizational principles are used to express ideas in the arts. C. Compare and contrast similarities, differences and connections of sensory elements, organizational principles, and ideas expressed within and among the arts.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Identify processes and tools required to produce visual art, music, drama and dance. Demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts. Describe the unique characteristics of each of the arts.	**26** Through creating and performing, understand how works of art are produced. A. Demonstrate an understanding of how tools and processes are used in the arts. B. Apply skills and knowledge necessary to create and perform in the arts.

1985 STATE GOALS	PROPOSED 1996 STATE GOAL & ACADEMIC STANDARDS
Identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present. Describe the unique characteristics of each of the arts.	**27** Understand the role of the arts in civilizations, past and present. A. Analyze how the arts function in history, society and everyday life. B. Analyze how the arts reflect history, society and everyday life.

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APPENDIX A

FOREIGN LANGUAGES

Foreign language is not a fundamental learning area as identified in the School Code, section 28-1. The foreign language goals, academic standards and learning benchmarks presented here are intended to be used as a resource for foreign language programs.

Although Foreign Languages were not included in the 1985 State Goals for Learning, languages are being taught and learned in many Illinois schools. The proposed goals and standards focus on the study of the target language to communicate within and beyond the classroom, to understand the customs, arts, literature, history and geography of the target language, and to make connections and reinforce knowledge and skills across academic vocational and technical disciplines.

As a result of their schooling, students will be able to:

1985 STATE GOAL

There were no goals in 1985 for Foreign Languages.

PROPOSED 1996 STATE GOALS & ACADEMIC STANDARDS

28 Use the target language to communicate within and beyond the classroom setting.

A. Understand oral communication in the target language.
B. Speak effectively in the target language in various settings.
C. Understand written passages in the target language.
D. Write effectively in the target language for a variety of purposes and audiences.

29 Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

A. Demonstrate knowledge of manners and customs.
B. Demonstrate knowledge and understanding of the arts.
C. Demonstrate knowledge and understanding of literature and the media.
D. Demonstrate knowledge and understanding of history.
E. Demonstrate knowledge and understanding of demographics and geography.

30 Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

A. Reinforce and further knowledge of other disciplines through the target language.
B. Demonstrate knowledge and understanding of a variety of career options.

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APPENDIX C

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FEEDBACK INSTRUMENT ONE

APPENDIX D

Questions concerning this feedback instrument may be directed to your Regional Office of Education or the Illinois State Board of Education at 1-800-387-1470 or rschaljo@spr6.isbe.state.il.us

Your feedback is vital. Given the scope and importance of the Illinois Academic Standards Project, this draft is being distributed statewide—to educators and others—for review and comment. Your observations will help make these standards a truly effective tool for teaching and learning. The teams who worked on the project have asked that you complete this instrument and return it by November 29, 1996.

Please duplicate as needed.

SEND TO:
Academic Standards Project
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001

RESPONDENT INFORMATION

This response represents the opinion of (check one):
☐ An individual ☐ A group (if group, how many?) _____

Geographic Location:
County _____ (If Cook, Chicago?) ☐Yes ☐No

Portion(s) of the Document Reviewed by Respondent(s):
☐ Introduction ☐ Science ☐ Fine Arts
☐ English Language Arts ☐ Social Science ☐ Foreign Languages
☐ Mathematics ☐ Physical Education/Health

Level(s) of Benchmarks Reviewed:
☐ Early Elementary ☐ Early High School
☐ Late Elementary ☐ Late High School
☐ Middle/Jr. High

RESPONDENT AFFILIATION *(Check all that apply.)*

☐ **Parent** ☐ **Student**
☐ **Community Member** ☐ **Other** _____
☐ **Higher Education**
☐ **Corporate or Business Community**
☐ **School Board or Council Member (past or present)**

Teacher or Other Professional Staff
☐ Elementary ☐ Middle/Jr. High ☐ High School
☐ Other _____

Administrator
☐ School-Level ☐ District-Level ☐ Regional

HELPFULNESS TO TEACHING AND LEARNING

Please circle the one response which most closely reflects your agreement or disagreement with the following statements regarding the draft Illinois Academic Standards:

The Academic Standards have the potential to help

	Disagree		*No Opinion*		*Agree*
1. improve student learning.	1	2	3	4	5
2. clarify the aims and results of schooling.	1	2	3	4	5
3. build a common understanding of the purpose of schooling among educators and the public.	1	2	3	4	5
4. refine assessment of student learning.	1	2	3	4	5
5. report student achievement and success.	1	2	3	4	5
6. build a practical, yet effective accountability system.	1	2	3	4	5
7. connect important learning within and among learning areas.	1	2	3	4	5
8. reduce difficulties associated with student transition from school to school.	1	2	3	4	5

QUESTIONS & COMMENTS *(Attach additional sheets as necessary.)*

Continued on next page

GOAL AND ACADEMIC STANDARDS COMMENTS

Please indicate your opinion about any specific draft goals and academic standards. Academic standards are statements that help interpret a goal.

GOAL NUMBER	STANDARD LETTER	IMPORTANT FOR STUDENTS TO KNOW AND BE ABLE TO DO?					CLEARLY WRITTEN?					SUGGESTIONS FOR IMPROVEMENT
		DISAGREE		NO OPINION		AGREE	DISAGREE		NO OPINION		AGREE	
		1	2	3	4	5	1	2	3	4	5	
		1	2	3	4	5	1	2	3	4	5	
		1	2	3	4	5	1	2	3	4	5	

LEARNING BENCHMARK COMMENTS

Please indicate your opinion about specific draft learning benchmarks. Learning benchmarks are more detailed statements that help interpret the academic standards. Learning benchmarks have been prepared at five developmental levels: early elementary, late elementary, middle or junior high school, early high school and late high school.

GOAL NUMBER	STANDARD LETTER	BENCHMARK NUMBER	UNDERSTANDABLE?					ACADEMICALLY RIGOROUS?					ATTAINABLE FOR BENCHMARK LEVEL?					MEASURABLE?					SUGGESTIONS FOR IMPROVEMENT
			DISAGREE		NO OPINION		AGREE	DISAGREE		NO OPINION		AGREE	DISAGREE		NO OPINION		AGREE	DISAGREE		NO OPINION		AGREE	
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	

RESOURCES NEEDED

Please list the services, resources or materials you anticipate needing in order to make the standards and benchmarks effective (attach additional sheets as necessary). Teachers may want to attach examples of student work that meets specific standards.

FEEDBACK INSTRUMENT TWO

APPENDIX E

Questions concerning this feedback instrument may be directed to your Regional Office of Education or the Illinois State Board of Education at 1-800-387-1470 or rschaljo@spr6.isbe.state.il.us

This instrument is designed specifically for review and comment on the applicability of the goals and academic standards to school improvement. It may be particularly useful for group discussion and response. The teams who worked on the project have asked that you complete this information, attaching additional pages as needed, and return it by November 29, 1996.

Please duplicate as needed.

SEND TO:
Academic Standards Project
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001

RESPONDENT INFORMATION

This response represents the opinion of (check one):
☐ An individual ☐ A group (if group, how many?) _____

Geographic Location:
County_____ (If Cook, Chicago?) ☐ Yes ☐ No

Portion(s) of the Document Reviewed by Respondent(s):

☐ Introduction ☐ Science ☐ Fine Arts
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☐ Mathematics ☐ Physical Education/Health

Level(s) of Benchmarks Reviewed:

☐ Early Elementary ☐ Early High School
☐ Late Elementary ☐ Late High School
☐ Middle/Jr. High

RESPONDENT AFFILIATION *(Check all that apply.)*

☐ **Parent** ☐ **Student**
☐ **Community Member** ☐ **Other** _____
☐ **Higher Education**
☐ **Corporate or Business Community**
☐ **School Board or Council Member (past or present)**

Teacher or Other Professional Staff
☐ Elementary ☐ Middle/Jr. High ☐ High School
☐ Other _____

Administrator
☐ School-Level ☐ District-Level ☐ Regional

FOCUS ON STANDARDS

Listed below are several questions that are intended to provide focus for individuals or discussion groups. Review and comment are invited for these and other areas of interest or concern. Please provide comments in typewritten form to facilitate analyzing responses. An efficient strategy may be to select only those questions that respondents feel strongly about or those which match their expertise.

1. **Do the draft Goals, Academic Standards and Learning Benchmarks meet the criteria for standards by**
   a. being clear and understandable to students, parents, educators, business representatives and the community at large?
   b. including an appropriate combination of knowledge and skills, not just facts alone or skills alone?
   c. building upon, but being rigorous enough to go beyond the basics within each of the academic disciplines and at each benchmark?
   d. being specific enough to convey what each student should learn but broad enough to allow for a variety of approaches to teaching, curriculum, course design and assessment?
   e. being specific enough to be used in assessing progress (measurable) and improving students' learning?
2. **Are the draft goals, academic standards and learning benchmarks attainable, too high or too low?**

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Continued on next page

3. **How could the draft goals, academic standards and learning benchmarks be refined to**
   a. enhance student learning?
   b. become more helpful for educators?
   c. communicate the intended results of schooling to parents, business representatives and the community?
4. **What parts of this draft document are**
   a. most informative?
   b. least informative?
5. **What services, resources or materials do you anticipate students needing in order to make the goals, academic standards and benchmarks useful?**
6. **What services, resources or materials do you anticipate educators needing in order to make the goals, academic standards and benchmarks useful?**
7. **What services, resources or materials do you anticipate the public needing in order to further understand the goals, academic standards and benchmarks?**

GENERAL COMMENTS

NOTES

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